

**University of Kentucky**  
**School of Information Science**

**ICT/IS 200 sec. 202: Information Literacy and Critical Thinking**  
**3 Credit Hours**  
**Fall 2022**

**Instructor**

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(preferred method of  
communication)

**Office Hours**

- By appointment
- Please contact via email to schedule an appointment

**COURSE INFORMATION**

**Course Description**

This course provides an introduction to the concepts and practices of information literacy. It explores how to effectively and ethically find, evaluate, analyze, and use information resources in academic and everyday-life situations. Emphasizing critical inquiry and critical thinking, this course will explore the theories and definitions surrounding the term “information literacy.” Students will put this theory into practice by developing problem-solving skills that allow them to meet information needs throughout their lifetimes. Students will gain a better understanding of how information and knowledge function in society and will discover methods of finding, accessing, evaluating, and using different information sources in an effective and ethical manner. (Same as IS 200.)

**Course Objectives**

Upon successful completion of this course, students will be able to:

1. Describe and apply information and digital literacy in various nontraditional contexts.
2. Comprehend how knowledge is produced in society and gain experience in nontraditional knowledge production.
3. Develop critical thinking skills enabling them to apply, analyze and evaluate sources then synthesizing the information encountered to create new sources.
4. Utilize information processes to solve problems and understand current issues in society.
5. Understand the ethical responsibilities of using information in many different contexts including print and online.

**Required Materials**

All readings are available online or through Canvas.

**Description of Course Activities and Assignments**

Coursework in ICT/IS 200 will require students to analyze, exercise, and expand on their critical and creative thinking skills. Assignment descriptions are listed below in the Assignment Description and Point Values section of the syllabus.

## Course Assignments

- Online activities (60 points)
- Pre-test/Post-test (10 points)
- Participation in a research subject pool (15 points)
- 3 videos: a personal introduction (10 points), a newscast (60 points), and a final video project (100 points)
- 1 graded paper (50 points)
- 1 midsemester feedback (5 points)
- 1 podcast (50 points)
- Draft and peer review of final project script (30 points)

## Submission of Assignments

All assignments must include student's name, instructor, the course, and the date. All assignments will be submitted via Canvas in a .doc file, .docx file, video file, or unlisted YouTube link. Please do NOT email assignments.

When submitting assignments, students must follow naming conventions on assignment instructions. Students are responsible for keeping back-up copies of all work since electronic texts can be lost. All assignments must be written in Standard English with correct grammar, spelling, and punctuation. Assignments are to be completed solely by the individual.

Assignment due dates are provided in the course calendar and on assignment links in Canvas. Assignments, activities, and discussions should be submitted before midnight of the respective due date.

- **No credit will be awarded for contributions to discussions after the posted due date.**
- Other assignments submitted within 48 hours after the posted due date will receive an automatic 20%-point reduction. **No assignment submissions will be accepted more than 48 hours after the posted due date.**

## Research Subject Pool: CI SONA

The School of Information Science is committed to providing students a broad and comprehensive education. Students in this class are provided the option to participate in one or more research studies in order to earn **two** credit points, which is equal to 15 points towards the total points in the class (i.e., 3 percent of your grade). Each study listed within the CI SONA will have an allotted time requirement and credit(s) to earn when study is complete. CI SONA will have an allotted time requirement and credit(s) to earn when study is complete. If you are enrolled in two or more CI SONA courses, you will not be required to complete more than the two credits needed for any CI SONA class. Instead, the CI SONA pool administrator will provide you with "complimentary credits" that you can use to apply to the additional classes. Note: The CI SONA administrator will provide students with these credits by midterm.

Students are responsible for using these additional credits to apply to their classes. You will need to log-in to CI SONA and assign these credits to specific classes, but no additional communication with the instructor is needed, as the "complimentary credits" will appear just as another credit. In the event that you do not see the additional credits by mid-term, please email [CISONAHelp@uky.edu](mailto:CISONAHelp@uky.edu) for assistance.

During the first week of the semester, you will receive an email from the CI SONA system [CISONAHelp@uky.edu](mailto:CISONAHelp@uky.edu) letting you know the system is open. This will be sent to your official University of Kentucky email address. Please note: It is your responsibility to ensure you

are receiving and reading any emails sent to your official UK email address. Using your LinkBlue ID, you can login to view detailed information about available research studies and sign up at [ci.uky.edu/sona](https://ci.uky.edu/sona).

### Alternatives to Research Studies

Participation is voluntary for research studies, thus, there are alternative options in order to earn credit. Additionally, if you are 17 years of age or younger, you will not be able to participate in the research studies. In these cases, research Alternative Assignments will be listed along with actual studies on the CI SONA website. These alternative assignments usually consist of reading an article or webpage and summarizing the contents. Research alternatives are to be completed through the CI SONA website. Please note: The alternative assignment is a writing assignment. Students may not be awarded credit if they fail to follow directions (i.e., do not meet word length requirement, use fillers to meet word count or plagiarize content from another person or the Internet).

### Earning Credits

After completing each study, you will either see a completion page on the CI SONA website or the researcher will thank you for your time. Your credit will be granted by the researcher either automatically or within 7 days. Please make sure to confirm that credit has been awarded by logging in to your CI SONA account at <https://ci.uky.edu/ci/sona>. At the end of the semester, your instructor will be able to view the number of credits you have earned. Note: Your instructor will not know specifically which studies you participated in to earn credit. If you have questions about credits earned, contact the researcher directly.

### Need Help?

If you have general questions about how to use the CI SONA website or are having issues logging on, please contact [CISONAHelp@uky.edu](mailto:CISONAHelp@uky.edu). If you have questions about a particular study or if you have questions about the research, please contact the researcher for the specific study about which you are inquiring. This information will be listed in the study description on the CI SONA website.

### Class Recording Notification

The University of Kentucky Student Code of Conduct defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress.

Meetings of this course may be recorded. All video and audio recordings of lecturers and class meetings, provided by the instructors, are for educational use by students in this class only. They are available only through the Canvas shell for this course and are not to be copied, shared, or redistributed.

As addressed in the Student Code of Conduct, students are expected to follow appropriate university policies and maintain the security of linkblue accounts used to access recorded class materials. Recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to other online environments.

If the instructor or a University of Kentucky office plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified to request consent prior to such

use. In anticipation of such cases, students may be asked to complete an “authorization of use” form by a faculty member.

Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is prohibited. Students with specific recording accommodations approved by the Disability Resource Center should present their official documentation to the instructor.

All content for this course, including handouts, assignments, and lectures are the intellectual property of the instructors and cannot be reproduced or sold without prior permission from the instructors. A student may use the material for reasonable educational and professional purposes extending beyond this class, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship.

### Technology Requirements

Minimum technical requirements for UK courses and suggested hardware, software, and internet connections are available at [ITS Student Hardware & Software Guidelines](#).

### Commitment to Diversity

The University of Kentucky is committed to making diversity central to university policies, decisions, and practices to strengthen diversity within the Commonwealth. Efforts by a broad-based task force appointed by President Todd defined diversity as: embracing difference or promoting increased knowledge regarding race/ethnicity, gender, religion, sexual orientation, disability, veteran affairs, and thought within an inclusive community.

This definition of diversity values an inclusive institutional culture, academic programs, and co-curricular activities that prepare students for active, global citizenship. This commitment further allows for an educational process that fosters growth among all members of the academic community by including a wide array of talents, and recognizing the human differences are organizational strengths (University-Wide Comprehensive Diversity Plan Task Force Report, April 2005, p. 6). Because the desired outcome is excellence in education, UK “does not practice discrimination on the basis of race/ethnicity, gender, religion, sexual orientation, or disability” (p. 6).

The School of Information Science supports the university-wide definition of diversity and enhances it through an expanded interpretation. This broader conceptualization of diversity includes learning exceptionalities, native languages, socioeconomic status, and life experiences often created by residing in unique geographical regions such as Appalachia. Curricula within the UK School of Information Science, field experiences, and membership of its faculty and student body reflect a commitment to diversity.

### UK Policies

The adopted UK academic policies apply in this course and are articulated in the Students’ Rights and Responsibilities Handbook. Important policies and regulations applicable to this course include, but are not limited to, those concerning attendance, cheating and plagiarism, course withdrawal, incomplete grades, and acceptable standards of English. As the instructor, I retain absolute discretion concerning acceptance of required assignments after established due dates and reserve the right to lower grades on assignments submitted late.

Participation. Because this course is asynchronous, meaning that there will be no in-person

meetings, you will be responsible for active and regular participation in course activities available in Canvas and completion of assignments. Students are expected to (a) read and consider applications of the information before class, (b) ask questions and/or consider applications in group discussions/activities, and (c) actively listen and engage in activities/discussions during class or through Canvas.

Disabilities. If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation that details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)

Go to [www.research.uky.edu/gs/bulletin/bullinfo.shtml](http://www.research.uky.edu/gs/bulletin/bullinfo.shtml) for more information about UK policies.

### Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the [Code of Student Rights and Responsibilities](#). Complete information can be found on the [Academic Ombud](#) page. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rule 6.3.1 (see current [Senate Rules](#)) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### Academic Integrity – Prohibition of Cheating (Senate Rules 6.3.2)

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

### Academic Integrity – Prohibition on Falsification / Misuse of Academic Records (Senate Rule 6.3.3)

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

### Course Material Copyright Statement

Materials distributed or made available to students in connection with this course may be copyright protected. They are intended for use only by students registered and enrolled in this course and only for the instructional activities associated with and for the duration of this course. They may not be converted to or retained in another medium or disseminated further.

### Bias Incident Support Services

Bias Incident Support Services (BISS) provides confidential support and advocacy for any student, staff, or faculty member impacted by bias, hatred, and/or an act of identity-based violence. BISS staff aid impacted parties in accessing campus and community resources, including the Bias Incident Response Team, the University's official reporting system for acts that negatively impact a sense of belonging. Campus and community consultation and educational opportunities centered on inclusion, diversity, equity and belonging is a resource also provided by BISS. For more detailed information please visit the [BISS website](#) or contact them [via email](#).

## STUDENT EVALUATION

### Quality of Student Work

Unless specified otherwise, all papers submitted to the instructor must be presented in the writing style and format described in the sixth edition of the Publication Manual of the American Psychological Association<sup>1</sup>. All papers must be word-processed in Times New Roman 12-point font. Students are expected to follow rules of usage and principles of composition<sup>2</sup>. When the two resources listed in the footnote below present differing rules, students are to adhere to the academic writing guidelines in the APA Manual.

### Grading scale

Grades will be assigned according to the following scale:

- A=90-100% (Exceptional Achievement))
- B=80-89% (High Achievement)
- C=70-79% (Average Achievement)
- D=69-60% (Below Average Achievement)
- E=<59% (Failing)

### Mid-Term Grades

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

### Student Responsibilities

Students assume major responsibility for their own learning. As members of a learning group, they are likewise responsible for helping their peers by consulting with them and engaging in collaborative problem solving before seeking assistance from the instructor.

### Group Synthesis

During the semester, students will be asked to offer peer evaluation discussion of assignments produced by others in their groups. Students should offer helpful commentary and analysis of their colleagues' work in an effort to assist other students in refining their products as well as offering new ways to consider the processes.

### Discussion

Students will engage in online discussion posts. The goal is to have students think about and discuss the weekly readings/topics, and students will then engage in discussion. Students are expected to participate fully in discussions through Canvas. All class discussions should be respectful and intellectually stimulating. Should a problem arise, the instructor will take appropriate actions.

## COURSE POLICIES

### General Course Policies

Policies concerning academic integrity, excused absences, and academic accommodations due to disability are available online at: <https://ci.uky.edu/sis/sites/default/files/policies.pdf>

### Excused Absences

Students need to notify the instructor of absences prior to class when possible. Please refer to the definition of an excused absence in the current edition of Students Rights and Responsibilities or on the web at <http://www.uky.edu/StudentAffairs/Code/>.

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the instructor. You will be asked to provide official written documentation for absences.

Excuses for university-sponsored activities must be made prior to such absences. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison at 859-257-2754.

### Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request appropriate verification when students claim an excused absence due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence).

### Religious Observances (Senate Rules 5.2.4.2.D)

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays. Please check the course syllabus for the notification requirement. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through [the Ombud's website](#) or calling 859-257-3737.

### Make-Up Work (Senate Rule 5.2.4.2)

Students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

### Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. Visit the [DRC](#)

[website](#), [email the DRC](#), contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

### Non-Discrimination Statement and Title IX Information

UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK's Administrative Regulation 6:1 \("Policy on Discrimination and Harassment"\)](#). In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of Administrative Regulations 6:2 \("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation"\)](#). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [the IEEO's website](#).

Faculty members are obligated to forward any report made by a student related to IEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can confidentially report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

### Class Schedule

Learning does not always happen on schedule, and so changes may be made to meet the needs of the class. The student will be responsible for checking the online syllabus, schedule, and Canvas notifications for any changes or updates before reading or beginning activities.

### E-mail Policy

Please allow 24 hours for the instructor to respond to an e-mail during the school week. On weekends, the instructor will try to answer e-mails, but may not be able to do so until Monday. Before emailing the instructor with questions, students should read assignment information and the syllabus carefully. Students who have not gotten a response within 24 hours should send a follow-up e-mail or speak with the instructor.

### Office Hours

The instructor keeps flexible office hours and often times works off campus. The instructor will be available for meetings prior scheduled via e-mail.

### Reference Librarians

The reference librarians on the 2<sup>nd</sup> floor, North Wing of W.T. Young Library can help with research for this class or other classes. Students can visit, call, e-mail, or chat with librarians, unless the assignment requests they do not seek library assistance. See the [UK Libraries Homepage](#) for more information.

### Writing Center

The Writing Center is located in the Hub of the W. T. Young Library, B108B (phone: 859-257-1368). Students can walk in or [make an appointment online](#). The staff can help students identify and

correct problems with all aspects of writing as well as work with students on visual design.

### Academic Ombud

Dr. Michael Healy, the Academic Ombud will assist you with a variety of issues, including grade disputes. He is in 109 Bradley Hall and his number is 859-257-3737. You can e-mail him at [ombud@uky.edu](mailto:ombud@uky.edu).

### Disability Resource Center

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation that details the recommended accommodations. Contact the Disability Resource Center, Mr. David Beach, Director at 859-257-2754 or [dtbeac1@uky.edu](mailto:dtbeac1@uky.edu).

### Veteran's Resource Center

Being both a member of the military community and a student can bring some complexities. If you are a member of the military or a military veteran or dependent, please let me know when these challenges arise. Drill schedules, calls to active duty, mandatory training exercises, issues with GI Bill disbursement, etc. can complicate your academic life. Please let me know if you experience complications and I will do my best to work with you.

If you are a military student serving in the National Guard or Reserve it is in your best interest to let all of your professors know that immediately. You might also consider sharing a copy of your training schedule as well as any orders activating you. The Veterans Resource Center (VRC) can provide a letter for your professors validating your absence but be aware that there is no current UK policy protecting military students who miss class due to short term activations such as long weekend drills, annual training or emergency activations. See the instructor or the VRC for details.

The VRC is a great resource for members of our military family. If you have questions regarding your VA benefits or other related issues, the VRC has a full complement of staff to assist you. The VRC also provides study and lounge space, as well as free printing. Please visit the [VRC website](#), [email the DRC](#), visit them in the basement of Erikson Hall, or call the director, Tony Dotson, at (859) 257-1148.

### Counseling Center

The UK Counseling Center (UKCC) provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the website <https://www.uky.edu/counselingcenter/> for more detailed information, or call 859.257.8701.

### Martin Luther King Center

The Martin Luther King Center (MLKC) supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated as a source of strength. The MLKC's year-round programs and activities that focus on the importance of cultural awareness and cross-cultural understanding support its three primary goals: 1) sponsoring cultural and educational programming; 2) offering opportunities for student support and development; and 3) through programmatic linkages with a wide variety of civic and community agencies, promoting community outreach, engagement, and collaboration. Students can reach the MLKC via phone at (859) 257-

4130, by visiting them in Gatton Student Center Suite A230, [via email](#), and by visiting [the MLKC website](#).

### Office of LGBTQ\* Resources

UK is committed to supporting students and upholding the University's efforts to promote inclusion among our community. UK faculty and staff employees support inclusion and diversity throughout the University, including the ways in which faculty structure classroom conversations and manage those dynamics. To assist in these efforts, students are welcome to provide the names and pronouns they prefer. One easy way to do this is by using the pronoun feature of UK's Name Change Form. (More information about the form can be found on the [Office of LGBTQ\\*'s website](#).) Otherwise, students can provide this information to faculty members directly.

Discrimination based on sexual orientation, gender expression, and gender identity is prohibited at UK. If you have questions about support, advocacy, and community-building services related to sexual orientation, gender expression, or gender identity, students are encouraged to visit the [website of the Office of LGBTQ\\* Resources](#).

### Violence Intervention and Prevention (VIP) Center

If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals MUST report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, you can visit the [Violence Intervention and Prevention \(VIP\) Center's website](#) (offices located in Frazee Hall, lower level; [email them](#); or call (859) 257-3574), [the Counseling Center's \(CC\) website](#) (106 Frazee Hall; (859) ), and the [University Health Services \(UHS\) website](#); the VIP Center, CC, and UHS are confidential resources on campus. The VIP Center accepts walk-in appointments.

## Assignment Description & Point Values

Assignment	Point Value	Addressed Course Outcome
Personal Introduction	10	
Case Studies Paper	60	1, 2, 3, 4, 5
Anonymous Feedback Surveys (Mid/Post-)	10	1, 2
Newscast	60	1, 2, 3, 4, 5
Podcast	50	1, 2, 3, 4, 5
Final Project Video Script Draft	15	1, 2, 3, 4, 5
Peer Review of Final Project Video Project Script and Infographics	15	1, 2, 3, 5
Final Project: Infographic Analysis	100	1, 2, 3, 4, 5
Online Discussions	60	1, 2, 3, 4, 5
CI Research Participation Requirement	15	
Pre-/Post-Test	10	

### Week 2: Personal introduction (10 points)

You will prepare a brief 1-minute introduction video and post it in Canvas. Your presentation should include name, major, year in school, and at least one fun fact about you.

### Week 4: Case Studies Paper (60 points)

Using the readings and materials presented in class, consider whether you are largely a critical thinker, a creative thinker, or both. Then, think of three people in your field and describe what kind of thinker you believe them to be as well. Give examples for your opinions, and write an essay describing each person in four case studies that must be at least 250 words per person.

### Week 7 & 15: Anonymous Feedback Surveys (5 points each)

These assignments are optional. You will complete two brief, anonymous surveys about the course so that your instructor can address any issues.

### Week 8: Newscast (60 points)

This assignment requires you to create a 3-minute video to help prepare you for the final project. First, find an opinion article reported on a news site or blog you don't typically read. Next, summarize your opinion on the issue as well as the writer's opinion on the topic in order to help you think about why you have the opinion you do. You then must analyze the journalist's background and determine whether he or she is credible to write an informed piece on the subject. Then, review whether he or she has addressed both sides of the issue. Is one side given more weight than the other? In your opinion, are the number and credibility of the sources appropriate? Why? You may need to assess any person/organization cited or review any research mentioned. Further, how is the story tailored to reach the source's target demographic? Lastly, address what needs to be added to make this a more balanced article in its content or any forms of bias present. How did you determine there was bias or no bias present? Give reasons for your answers. You must orally cite at least two course materials that were used to try to persuade the reader, and you must also appear in the video. Show at least two relevant images to support your points to practice the skills needed for your final project.

### Week 10: Podcast (50 points)

In a brief 4-6 minute podcast, discuss how particular communication technologies are integrated into your area of study or area of interest. For instance, one example is how geographic information systems are used in agriculture. Issues you may want to discuss are how the technologies may help, what could be done differently, or what you see happening in the future. Make sure you verbally cite at least two sources. You will write a script for these and record the podcast as if it were for a professional outlet.

Week 13: Final Project Video Script Draft (15 points)

You will submit a script of what you will say in your final project video, the two infographics you selected to analyze, and your completed infographic.

Week 14: Peer-Review of Final Project Video Script (15 points)

You will review another student's materials based on the rubric provided by the instructor and receive feedback about your work as well.

Weeks 15: Final Project: Infographic Analysis & Evaluation (100 points)

Compare two infographics that relate to the same topic and analyze the information provided, the visual and structural design, and the audience of each infographic based on the principles discussed in class. Then, create a new infographic that improves on the original infographics. Explain why you made the changes you did and discuss how you used critical and creative thinking processes to create your infographic. Create a 5- to 8-minute video showing both original infographics as well as your own and discuss the prompts above. You must appear on the screen at least at the beginning and end of the video. Then, in a 400-word essay, analyze one other student's video, and explain how you would change the information and design of the infographics the students created. Now that you've seen how other people approach the redesign, if you did your infographic over, what would you do differently and why?

Discussions (60 points)

Students participate in a discussion activity each week.

CI Research Participation Requirement (15 points)

The College of Communication and Information is committed to providing students a broad and comprehensive education. Students in these classes are provided the option to participate in research studies or alternative assignments in order to earn **two** credit points, which is equal to 15 points towards the total points in the class (4% of your grade). Each study listed within the CI SONA will have an allotted time requirement and credit(s) to earn when study is complete. CI SONA will have an allotted time requirement and credit(s) to earn when study is complete. If you are enrolled in two or more CI SONA courses, you will not be required to complete more than the two credits needed for any CI SONA class. Instead, the CI SONA pool administrator will provide you with "complimentary credits" that you can use to apply to the additional classes. Note: The CI SONA administrator will provide students with these credits by midterm.

You may log-in to the system <https://ci.uky.edu/ci/sona> using your Link Blue ID credentials. The system will close on the last day of classes for that semester. You will not have any other opportunity to complete your credits once the system closes. Please see more details on page 2 of the syllabus.

Pre-/Post-Test (10 points)

Each student is required to complete a pre-test at the beginning of the semester and a post-test at the end of the semester for departmental assessment purposes. These will be completed online, and you will receive credit for these assignments; your answers will not affect your grade and your instructor will not be aware of your individual responses.

A link and instructions for the pre-test and the post-test will be sent directly to your university-issued email address. Please take note of the due dates as given to you by your instructor.

## Course Schedule

### Module 1: Basics of Information Literacy

Week	Focus	Due	Readings
Week 1 8/22	Introduction	Review Syllabus Pre-Test	<ul style="list-style-type: none"> <li>• <a href="#">Media and information literacy</a></li> <li>• Why the modern world is bad for our brains (Canvas)</li> </ul>
Week 2 8/29	Critical Thinking in the 21 <sup>st</sup> century	Personal Introduction	<ul style="list-style-type: none"> <li>• Critical thinking and WISE reading (Canvas)</li> <li>• <a href="#">Concept of critical thinking</a></li> <li>• Your smartphone is making you stupid (Canvas)</li> </ul>
Week 3 9/05	Creative Thinking and Problem Solving	Discussion 1	<ul style="list-style-type: none"> <li>• <a href="#">Creative approaches to problem solving</a></li> <li>• <a href="#">Process matters: 5 mindsets to structure your problem-solving process</a></li> </ul>
Week 4 9/12	Finding Quality Materials	Case Studies Paper Discussion 2	<ul style="list-style-type: none"> <li>• <a href="#">How search engines work and why you should care?</a></li> <li>• Deep web: A guide and resources (Canvas)</li> <li>• <a href="#">Cause and effect of filter bubbles</a></li> </ul>

### Module 2: Analyzing Information

Week	Focus	Due	Readings
Week 5 9/19	Bias 1: Evaluating Information		<ul style="list-style-type: none"> <li>• <a href="#">CRAAP Test</a></li> <li>• Research bias (Canvas)</li> <li>• <a href="#">General Principles of Reducing Bias</a></li> </ul>
Week 6 9/26	Bias 2: Perception and Propaganda	Midsemester Feedback Discussion 3	<ul style="list-style-type: none"> <li>• <a href="#">Illusory truth, lies, and political propaganda</a></li> <li>• <a href="#">War, propaganda, and misinformation</a></li> </ul>
Week 7 10/03	Technology and Persuasion		<ul style="list-style-type: none"> <li>• <a href="#">How the internet has changed the psychology of persuasion and influence</a></li> <li>• <a href="#">Persuasive technology 101</a></li> <li>• <a href="#">Tom Cruise, Deepfakes, and the need for critical thinking</a></li> </ul>
Week 8 10/08	Media Representation and Access	Discussion 4	<ul style="list-style-type: none"> <li>• <a href="#">The average Wikipediaian</a></li> <li>• <a href="#">Pros and cons of media consolidation that are worth knowing</a></li> <li>• <a href="#">Bothsidesism: What is it and what does it mean?</a></li> </ul>

## Module 3: Presenting Ideas

Week	Focus	Due	Readings
Week 9 10/17	Information Cycles and Sharing knowledge	Newscast	<ul style="list-style-type: none"> <li>• A history of the future of news (Canvas)</li> <li>• News in the age of abundance (Canvas)</li> </ul>
Week 10 10/24	Storytelling		<ul style="list-style-type: none"> <li>• <a href="#">The psychology of storytelling</a></li> <li>• <a href="#">The science behind storytelling</a></li> </ul>
Week 11 10/31	Information Design 1: Principles and Marketing	Podcast	<ul style="list-style-type: none"> <li>• <a href="#">The science behind design</a></li> <li>• <a href="#">Visual design for everyone</a></li> </ul>
Week 12 11/07	Information Design 2: Creating for a Digital Audience	Discussion 5	<ul style="list-style-type: none"> <li>• <a href="#">Data visualization for human perception</a></li> <li>• <a href="#">Infographics and data visualization</a></li> </ul>

## Module 4: Transforming Information

Week	Focus	Due	Readings
Week 13 11/14	Copyright	Final Video Script Draft  Discussion 6	<ul style="list-style-type: none"> <li>• Copyright and social media (Canvas)</li> <li>• How did Disney extend copyright law? (Canvas)</li> </ul>
Week 14 11/21	Information Ethics and Privacy	Peer Review of Materials for the Final Project	<ul style="list-style-type: none"> <li>• PAPA – issues of the information age (Canvas)</li> <li>• <a href="#">Ethical AI may not see widespread adoption by 2030: Pew research</a></li> </ul>
Week 15 11/28	Work Week	Final Project Video	
Week 16 12/05	Final Week	Research Credits  Post-Test  Final Project Evaluation	